

Jewish Heroes through Gimilut Chassidim
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Goals:

- To teach the pps about different heroes who have acted through gimilut Chassidim.
- To teach the pps about people who are considered Jewish heroes but are not as well known.
- To give the pps a sense of how they can become a Jewish hero.
- To have fun.

Objectives:

- Participants will actively participate in an activity will display the different ways that people would respond to different, potentially heroic, situations.
- Participants will discuss the demographics of how different people respond to different types of situations.
- Participants will present a skit at the end of the program illustrating what they have learned about Jewish heroes and how specific heroes would respond to different situations.

Materials:

Markers

Posterboard- at least 4 for the responses to the scenarios

Sports center and port hall

Timeline:

0:00-0:10- Introduce program and theme of this program.

0:10-0:14- Read first scenario and have pps break up into response groups.

0:14-0:17- Read second scenario and have pps divide again based on response.

0:17-0:20- Read third scenario and have pps divide again based on response.

0:20-0:23- Read fourth scenario and have pps divide again based on response.

0:23-0:25- Break pps up into discussion groups

0:25-0:45- Discussion groups

0:45-0:60- Present skits

0:60-1:05- Wrap up

Detailed Procedure-

0:0-0:10- The program will begin with a short introduction about what types of heroes this program will focus on and who some of these heroes are. An example scenario will be read and examples of different responses from different Jewish heroes will be given. Afterwards a regional board member will explain how the program works.

Program Leader says: In today's society, we tend to glorify what one might call a hero. Upon first hearing the word hero, many people tend to think of the definition that the media has provided us with. A person is glorified for actions that they have taken to aid others and achievements that they have made over the years. However, not everyone that can be considered a hero is thought of by the majority of the population as a hero. A hero can be anyone who cares about others and devotes their life towards others, but one that doesn't necessarily give themselves up. In this program we will be discussing those people who are considered heroes by some people but who are also very controversial people. The people that we are discussing, Anat Hoffman, Diane Feinstein, Michael Robert Milken, Anwar Sadat and Rabbi Mier Kahane have all done heroic acts, however, other actions that accompanied those have led them to be very controversial heroes.

This is how the program is going to work. Five different scenarios are going to be read by the group leader. Each scenario will be accompanied by four different responses. After the group leader has finished reading the responses you will be told to go to the place in the room which has the letter of the response that you agree with. As participants, you should pay careful attention to how the group as a whole responds to the scenarios.

0:10-0:14- The first scenario will be read. After the scenario is read the pps will be told to break up into the response groups.

Example: You are at the western wall in Jerusalem. A "protest" is going on there because women are wearing Tallitot and reading Torah. Around them, people are gathering, throwing things, yelling and shouting degrading terms at them. What do you do?

- A.) You ignore it
- B.) You join them and take a firm stand on the issue
- C.) You feel inspired, however, do not join them, choosing to walk away instead
- D.) You do not join them; however, when you get home you begin working to advocate for the women of the Jewish religion.

After the scenario is read the pps will be told to go to either group A, B, C, or D. They will be told to pay attention to how everyone is divided in their responses.

0:14-0:17- The second scenario is read. It will be a similar situation to the example above and four choices will again be given to the pps. They will be told to redivide themselves based on their responses to this specific scenario.

0:17-0:20- The third scenario is read. It will be a similar situation to the example above and four choices will again be given to the pps. They will be told to redivide themselves based on their responses to this specific scenario.

0:20-0:23- The fourth scenario is read. It will be a similar situation to the example above and four choices will again be given to the pps. They will be told to redivide themselves based on their responses to this specific scenario.

0:23-0:25- The pps will be broken up into their discussion groups. They will be divided by a mark on their nametag.

0:25-0:45- The pps will be given the task of discussing the scenarios that were just read to them. Discussion questions are going to be provided but feel free to let the pps make decisions for themselves about what they saw and how they felt about each of the responses to the situations. Each group will also be given a specific Jewish hero to

discuss. In discussing the hero they will discuss what this person has done to qualify them as a hero. They will also discuss if there are any controversial points in this persons actions that could make it so that some people may not see him/her as a hero. The group will then be given the task of present a skit to the entire group about their specific hero and a situation that they were in that ultimately rendered them a hero in the eyes of the Jewish people.

0:45-0:60- The groups will asked to, one at a time, go up and present their skits to the group portraying how and why their specific hero has been deemed such.

0:60-0:65- A short wrap up will be given talking about how different Jewish heroes have acted differently over the ages. It will also briefly talk about what the pps can do to act in a heroic manner, especially in the eyes of the Jews.

Program Leader: Throughout the ages people have taken different heroic actions. Although these actions have helped to save everything from human beings, to countries to the rights of thousands of people, many people today still have trouble believing that people who take such controversial actions such as someone like Anwar al-Sadar could still be considered a hero in the eyes of Judaism. It is now your turn, as the future of the Jewish community, to go out and educate you friends and your TYGs about some of the more obscure heroes in the eyes of Judaism. As Jews, we have an obligation to perform gimilut chassidim, and to aid our community through whatever means necessary. It doesn't have to be anything as extreme as making peace between two fighting nations or creating a defense league to protect the community, but it can be just as small as donating food to a food pantry or volunteering for a few hours at a homeless shelter. All of these acts are heroic, and in doing these acts you are making a positive impact on someone's life who otherwise may have not had that ray of light to help them along the way. If at any time during the rest of the conclave you would like to continue this conversation more please feel free to seek out any of the advisors or regional board members and I am sure that they would be more than willing to talk with you and help you to answer any unanswered questions.

Part I- Scenarios

- 1.) You are at the western wall in Jerusalem. A “protest” is going on there because women are wearing Tallitot and reading Torah. Around them, people are gathering, throwing things, yelling and shouting degrading terms at them. What do you do?**
 - A.) You ignore it**
 - B.) You join them and take a firm stand on the issue**
 - C.) You feel inspired, however, do not join them, choosing to walk away instead**
 - D.) You do not join them; however, when you get home you begin working to advocate for the women of the Jewish religion.**

- 2.) You learn that you will be given a high position in your company after years of diligent labor. Your co-workers begin to complain and protest that it is not fair because you are a woman. Do you...**
 - A.) Turn down the position to avoid further conflict with your peers.**
 - B.) Take the position, proving to them that you are right for the job.**
 - C.) You quit the company, stating that your peers are discriminatory towards women.**
 - D.) You take the position and fire the co-workers who contested your position.**

- 3.) You are the founder of a local charity. In the daily paper you read that a man has recently been arrested for stealing large sums of money. You come to realize that that man had recently donated a large sum of money to your foundation. What do you do?**
 - A.) You immediately the police and return the money.**
 - B.) You keep the money and recognize him for donating it.**
 - C.) You keep the money but do not reveal the donor.**
 - D.) You return the money but recognize the man for trying to help out.**

4.) Your two best friends are in the middle of the “biggest fight of their lives.” They have been fighting for weeks and finally ask you to step in and try to mediate the situation. Do you...

- A.) Tell them that they should solve their own problems and walk away.
- B.) Sit and listen to each friend’s side of the story and then try to come up with a compromise about the situation.
- C.) Find a neutral third part that has no ties to your friends and have them try and mediate it.
- D.) You take the side of one of your friends and completely ignore the other one.

5.) Your school has fallen victim to anti-semitism. There are groups of people who have been drawing swastikas on the walls and have been using ethnic slurs against the Jews at your school. What do you do?

- A.) You ignore it and hope that it goes away.
 - B.) You complain to the administration and demand that they stop it immediately.
 - C.) You create a group that goes around trying to show everyone how and why anti-semitism is wrong.
 - D.) You join in on it. You figure that it is better to fit in rather than being targeted by your peers.
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